DOCUMENT RESUME

ED 442 308 FL 801 383

AUTHOR	Shewcraft, Dianne F.; Witkop, Eileen L.
TITLE	Do My ESOL Students Have Learning Disabilities? A Practical Manual for ESOL Instructors Concerned about Learning Disabilities and the ESOL Learner.
SPONS AGENCY	Massachusetts State Dept. of Education, Boston. Bureau of Community Education and Adult Services.
PUB DATE	1998-00-00
NOTE	78p.; This notebook is a product of Young Adults with Learning Disabilities Project (YALD), Pittsfield Public Schools Adult Learning Center, Hampden County Sheriff's Department and Correctional Center, and the Learning Connection.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Education; Bilingual Education Programs; *Classroom Techniques; *Educational Diagnosis; Educational Legislation; *English (Second Language); Federal Legislation; *Learning Disabilities; Limited English Speaking; Questionnaires; Second Language Instruction; Second Language Learning; Teacher Education

ABSTRACT

This booklet, conceived, researched, and produced by teachers of English to speakers of other languages (ESOL) practitioners, is designed to help ESOL teachers identify and assess students who may have learning disabilities. Two groups of ESOL learners are the subject of this study: those ESOL adult learners who already have some formal education and are attempting further formal education and knowledge in English, who may also have a learning disability; and the ESOL adult learner seeking the same but has no or very little previous formal education. The book is divided into several sections covering the following topics: the definition of a learning disability, suspecting a learning disability in ESOL learners, approaching the learner, and classroom strategies. Extensive lists of resources are provided, as well as four appendices including a sample hands-on screening kit, a list of common acronyms pertinent to learning disabilities, a copy of the Americans With Disabilities Act, and a practitioner questionnaire. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Virginia Girard

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

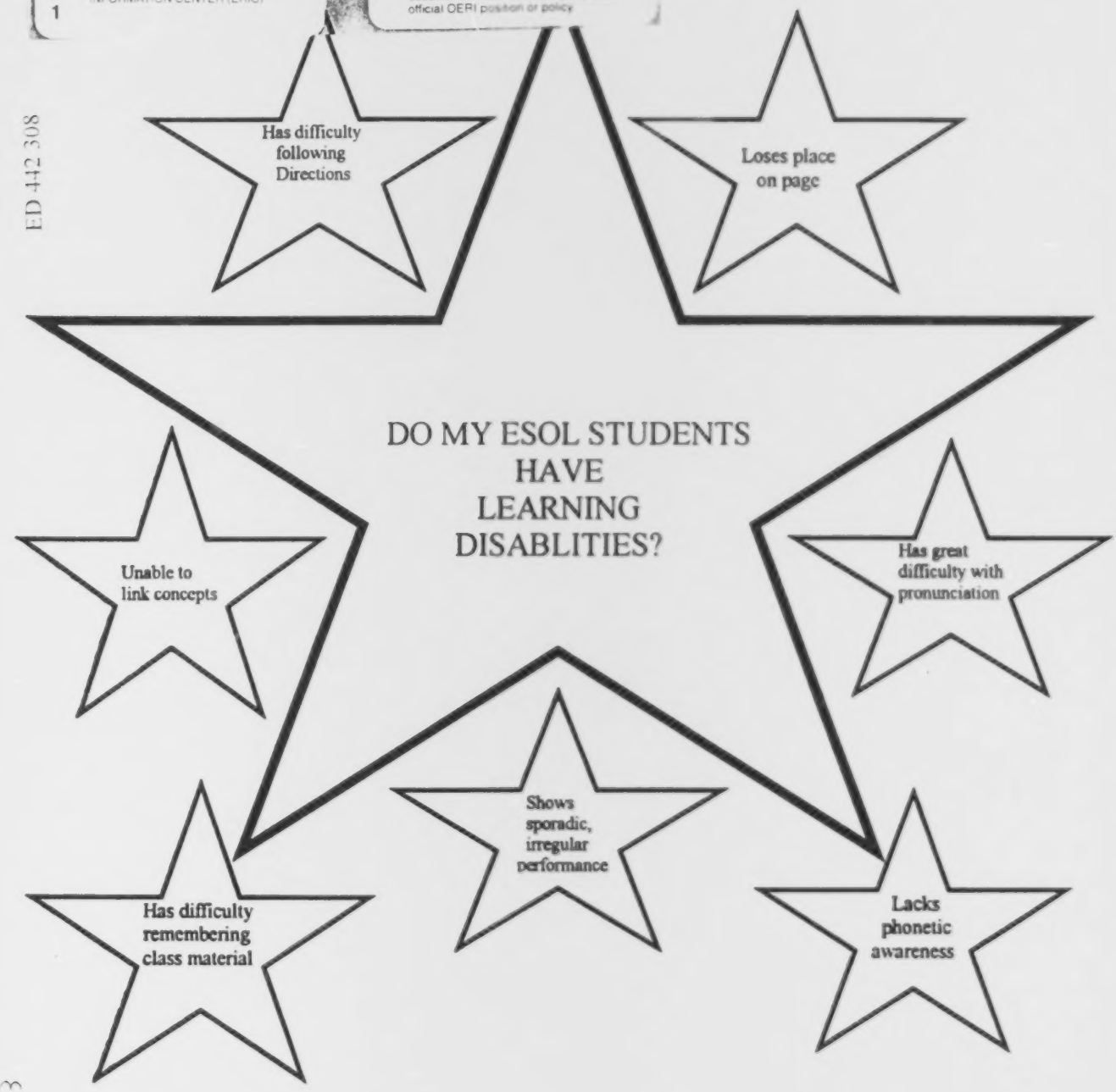
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 442 308


Has difficulty following Directions
Loses place on page
DO MY ESOL STUDENTS HAVE LEARNING DISABLITIES?
Unable to link concepts
Has great difficulty with pronunciation
Shows sporadic, irregular performance
Has difficulty remembering class material
Lacks phonetic awareness

A practical manual for ESOL Instructors concerned about Learning Disabilities and the ESOL Learner.

FL FC 1 3 4 3

BEST COPY AVAILABLE

ACKNOWLEDGEMENTS

Preparers: Dianne F. Shewcraft
Eileen L. Witkop

We are most grateful to the ESOL Learners at the **Hampden County Correctional Center**, Ludlow, MA and **The Pittsfield Adult Learning Center**, Pittsfield, MA, who worked closely with us in testing and evaluating materials. **The Western MA YALD TEAM** offered assistance and encouragement in the development of this manual.

To all, we say, **Thanks!**

This notebook is a product of:
Young Adults With Learning Disabilities Project – YALD
Western Region Center of Development

Adult Learning Center – Pittsfield Public Schools
Hampden County Sheriff's Department and Correctional Center
The Learning Connection
and is a companion to:
Teaching Strategies Notebooks and Counseling and Assessment Notebook

Funded by:
The Massachusetts Department of Education
Adult and Community Services
350 Main Street
Malden, Massachusetts

YALD was funded to develop and provide training and resources for adult education practitioners in the areas of assessment, instruction and curricula modification for young adults with learning disabilities.

CREDITS

Bright Ideas. World Education. Boston , MA Summer 1994
"ESL Learner Generated Tools", Volume 4, No. 1

Hampden County Sheriff's Department. Ludlow, MA. The Adult Basic ESOL Learner and Learning Disabilities. A screening kit for the Instructor of Adult ESOL. 1997

The Learning Connection, Pittsfield, MA. Types of Disabilities Charts. Dalheim, Zoe and Smith, Margaret

Robin Schwarz, American University, Types of Language Learners Chart. based on the research of L. Ganchow and R. Sparks

© 1998
Western MA YALD Project
269 First Street
Pittsfield, MA 0120

DEDICATION

To ESOL Learners with learning disabilities,
who daily face the world with their learning differences and challenges
and
to the dedicated ESOL Instructors,
who seek to walk this learning odyssey with each Learner.

TABLE OF CONTENTS

Acknowledgements i
Dedication ii
Table of Contents iii

INTRODUCTION 1

QUESTIONS INSTRUCTORS ARE ASKING 2

WHAT IS A LEARNING DISABILITY 3
- A Word About Learning Styles 4
- Types of Language Learners 5
- Types of Disabilities Charts 6
- Some Specific Learning Disabilities 10
- Acculturation and Learning Disabilities 12

SUSPECTING LD IN THE ESOL LEARNER 14
- Non-LD Learning Hindrances 14
- Characteristics Which May Indicate LD 16

APPROACHING THE LEARNER 18
- Instructor's Attitude Makes a Difference 19
- Sorting the Teacher's Role 20
- Screening For Learning Disabilities 22
- Tips For The Screening Interview 23
- Guidelines for the Informal Oral Interview 24
- Sharing The Results With The Learner 26
- Language Which Negatively Impacts 28

CLASSROOM STRATEGIES 29
- Involving The Learner In Creating Tools 30
- A Word About ESOL Standards 34

RESOURCES 35

APPENDICES 37
- Appendix 1: The Adult Basic ESOL Learner and Learning Disabilities: A Hands-on Screening Kit 39
- Appendix 2: Common Acronyms Pertinent to ABE, ESOL and LD 74
- Appendix 3: Americans With Disabilities Act and Adult Literacy Programs 77
- Appendix 4: Practitioner Questionnaire 78

ABOUT THE AUTHORS 81

INTRODUCTION

The seed for this manual had lain dormant for some time, until 1996 when the authors, Dianne Shewcraft and Eileen Witkop participated in the Forty-hour Learning Disabilities (LD) Workshops presented by the Western Massachusetts Young Adults With Learning Disabilities – **YALD Team.** Though Dianne and Eileen attended the Workshop in different Massachusetts Counties, they were asking the same questions: **How can we assess and assist the new English Speaker who may have Learning Disabilities? What part do cultural, educational and native language factors play in detecting learning disabilities in the non-native English speaker?** The Workshops watered the earth of our minds and the seed grew forth relentlessly.

Western MA YALD Coordinator, Zoe Dalheim, invited us to meet and to probe the questions together. We joined the **YALD** Team and began the search that became this manual.

The research and process for this project included:

1. A questionnaire to ESOL Instructors in Massachusetts. (Appendix II)
2. Exploration throughout the United States and Canada for people, materials and Learning Centers concerned with ESOL and LD.
3. Learners at our respective job sites tested ideas and materials with us.
4. Participants in our Workshop at the Massachusetts Coalition of Adult Basic Educators, **Network '97 Conference**, tested materials from our First Draft, offering suggestions to be considered for the Final Draft.
5. The Western MA YALD Team, Zoe Dalheim, Peg Smith, Cynthia Risley, Martha Mauke and Ginny Girard tested our insights and inspired and encouraged us along the way. Colleague, Andree Duval, reviewed the draft with an Adult Basic Educator's wisdom.
6. Tricia Farley-Bouvier joins the project, as a workshop facilitator, in the Spring of 1998.

We focused on two groups of ESOL Learners:

- The ESOL Adult Learner attempting to further formal education and knowledge in English, who has a foundation of formal education in their native and/or new country, who may have a learning disability

- The ESOL Adult Learner seeking basic education in English, who may have a learning disability

We found that ESOL Instructors see a real need for a means to assess and assist the learner with learning disabilities, but that there are few materials available.

We see this manual as a beginning. It is our **HOPE** that it will be a catalyst for further dialogue and sharing. We invite practitioners to participate in our workshops and to forward comments, ideas, insights, materials and strategies to The Western MA YALD for periodic update of this manual.

QUESTIONS WHICH INSTRUCTORS ARE ASKING

What is a learning disability?

?

?

How can I adapt curricula to accommodate the learner with a learning disability?

?

How can I tell whether it is a learning disability or a cultural/educational deprivation that is affecting the learning process?

?

Who can teach me about learning disabilities and the adult ESOL learners?

?

How can I sensitively talk with an adult ESOL learner, whom I suspect has a learning disability?

?

Are there any native language LD assessment tools?

?

Are there tests which I can use to identify a learning disability?

What strategies are available to assist the learner?

How can we service these learners more effectively for future employment?

?

?

What does the Americans with Disabilities Act require concerning learners with learning disabilities?

We wish to thank those practitioners who participated in our Spring '97 Questionnaire from which these questions are taken.

WHAT IS A LEARNING DISABILITY?

Through our research, we have found many definitions of **Learning Disability (LD).** From these, we have gleaned the following as a working definition, keeping in mind the commonalities and the thread which each contains.

> ***Learning Disabilities*** *are a group of disorders of presumed neurological origin, which interfere with the acquisition, integration and performance of verbal and/or non-verbal skills.*
>
> *Learning Disabilities are not due to limited intelligence, educational or economic disadvantage, vision or hearing deficits, nor mental or emotional difficulty.* ***Learning Disabilities*** *vary both in the ways that they are manifested and in the degree of severity. Although* ***Learning Disabilities*** *are chronic, they do not get worse, nor does their presence mean that the individual can't learn.* ***LD*** *simply signals differences in learning. It means only that in one or more areas, learning must occur in a non-standard way.*

Specific Language Learning Disability (SLLD) is the broad name given to learning disability as it impacts the acquisition and use of language. It is the most prevalent of the diagnosed learning disabilities. Listening, speaking, reading, writing and spelling may be affected. If a student possesses any disability in his/her native language, the disability will also be an obstacle or challenge in learning another language.

A WORD ABOUT LEARNING STYLES

Sometimes people are heard to say, "Oh, we all have learning disabilities". Clearly, this is not true. We do each learn at a different pace and grasp new learning more rapidly in one skill area or another, but this is not a learning disability. **It is important to differentiate between Learning Disabilities and Learning Styles.**

Learning Styles are the different ways in which people take in, process, store, retrieve and express information. LEARNING STYLES can be considered in three broad categories which can be further delineated for the purpose of developing more effective learning strategies.

VISUAL – learning by seeing

AUDITORY – learning by hearing

KINESTHETIC – learning by doing

A more detailed inventory indicates six basic learning styles:

reading

writing **visualizing**

listening **speaking**

manipulating

All styles are available to each person, but generally there is one more comfortable or **preferred learning style** through which we learn. No learning style is better or worse than another. They simply are a reality, available to the learner. Learning styles provide clues about the learner's best approach to a task. Learning style is at work, as well, for the learner with a learning disability. It is important to both recognize one's own strongest learning style and to work to develop skill in the other styles. The ideal is to use a combination of styles to maximize our learning potential in each situation.

For the classroom instructor, preparing the learning environment must include recognition of the various styles in order to maximize each learner's strengths. Generally, learners naturally focus on classroom aids which are best suited to their preferred learning style. But for the learner with learning disabilities, simply providing the aids is not enough. It may be necessary to specifically direct them to these aids. This challenge calls for much creativity. Further sharing on this issue among instructors is needed.

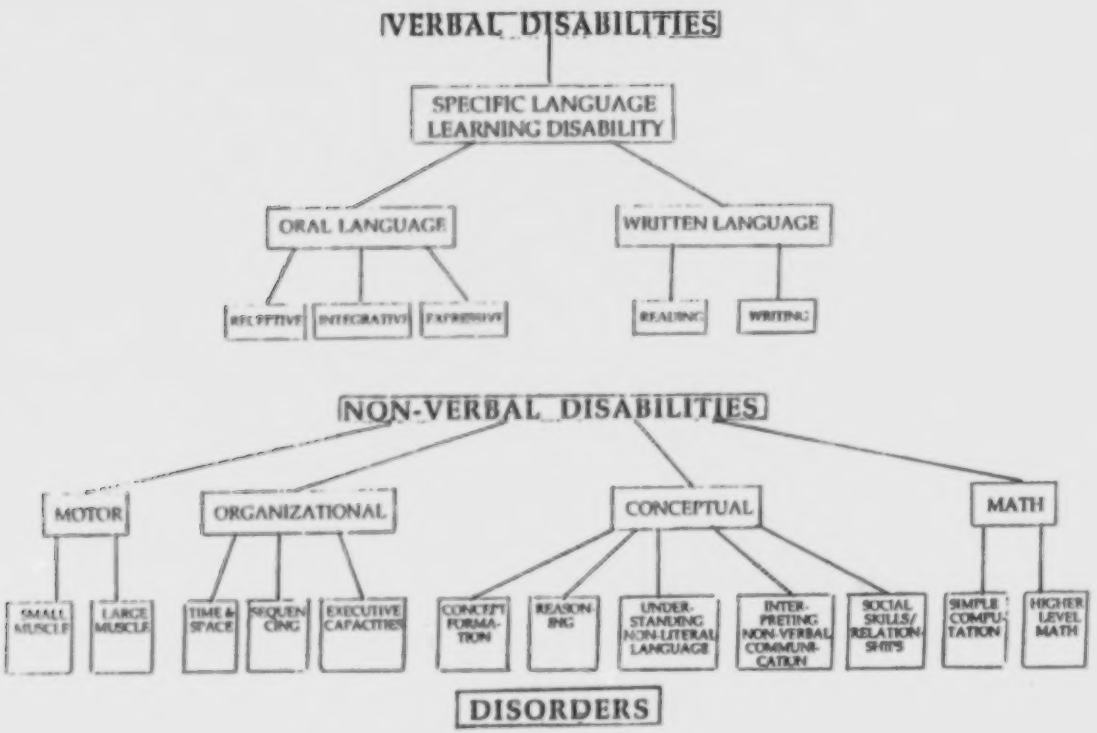
TYPES OF LANGUAGE LEARNERS

BASIC LINGUISTIC CODES OF LANGUAGE DEVELOPMENT	Learner who is progressing poorly in all areas	Learner whose reading comprehension and writing skills may be OK, but has trouble with the sound system of the language	Learner who may have good listening skills, but whose reading and writing skills, especially grammar are poor	Learner who is progressing well in all areas (no suspicion of LD)
SEMANTICS (Comprehension)	**Low**	**High or Low**	**Very Low**	**High**
SYNTACTIC (Grammar)	**Low**	**High or Low**	**High or Low**	**High**
PHONOLOGICAL (Ability to decode words)	**Low**	**Very Low**	**High**	**High**

- Low skill in the semantic coding area do not affect language learning to any significant degree.
- These language learning deficits exist in the **first language,** but they might not manifest until the learner has encountered learning another language.
- There is another learner whose skills may be intact, but who don't learn for extrinsic reasons (has skills, but hasn't learned to use them i.e., educational deprivation, extreme lack of motivation.

SOURCE: Robin Schwarz, American University, based on the research of L. Ganchow and R. Sparks

TYPES OF DISABILITIES

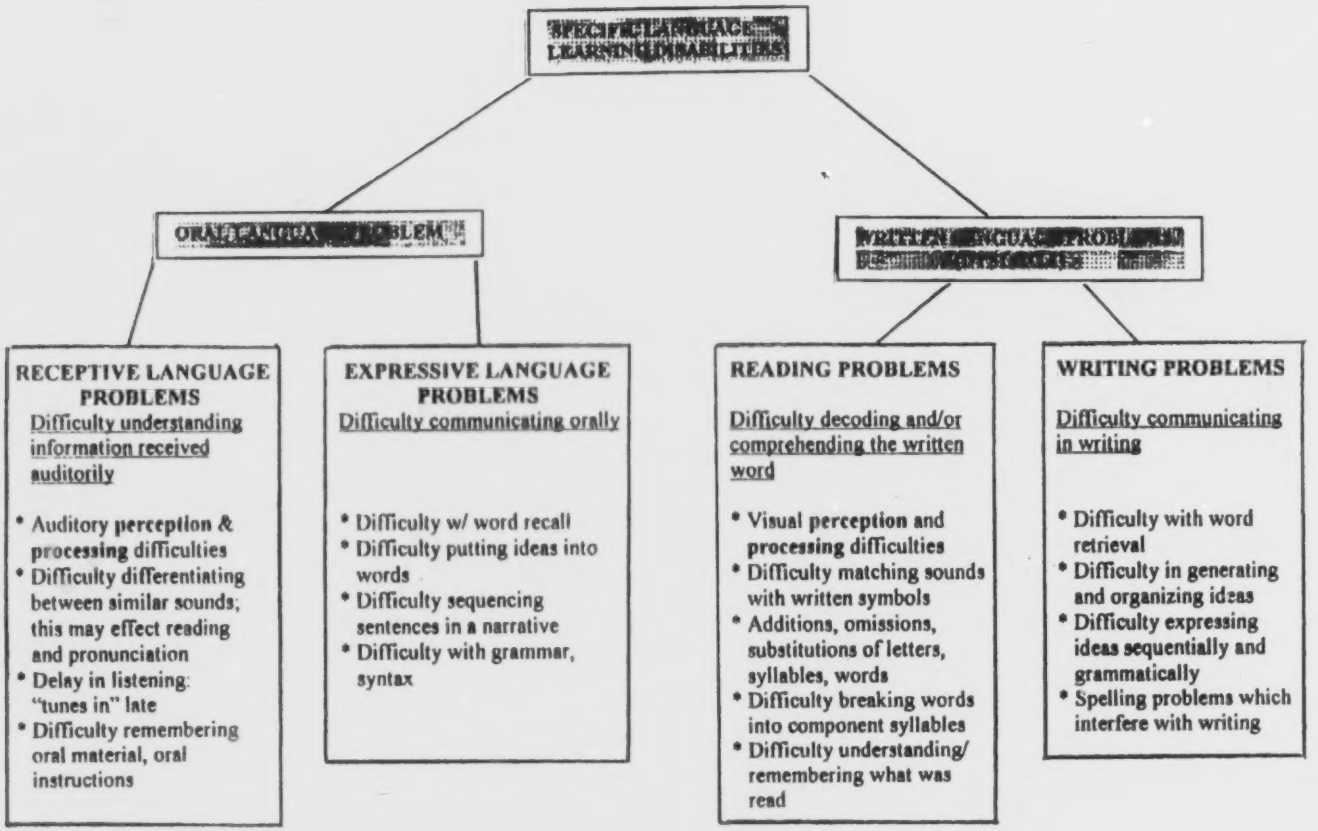


There is disagreement among experts in the field of L.D. research over the need for, purpose of, and overlap in classifications. The above construct is provided as a framework for orienting the reader to the wide variety of categories/descriptions of L.D. that may be used to classify/identify a struggling learner. A learner may be classified with one or more of these disabilities/disorders.

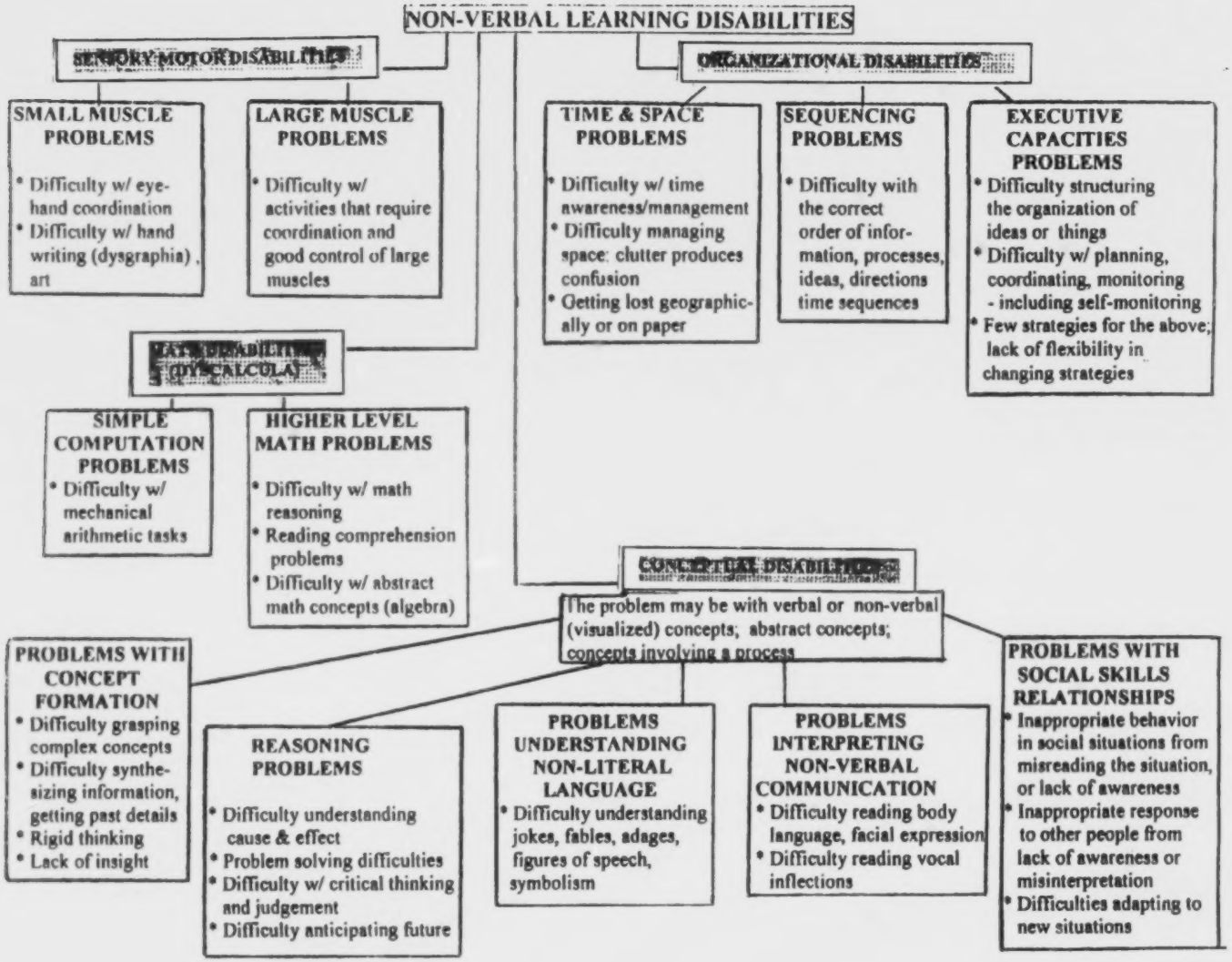
BEST COPY AVAILABLE

Prepared by Zoe Dalheim and Margaret Smith
The Learning Connection, Pittsfield, MA

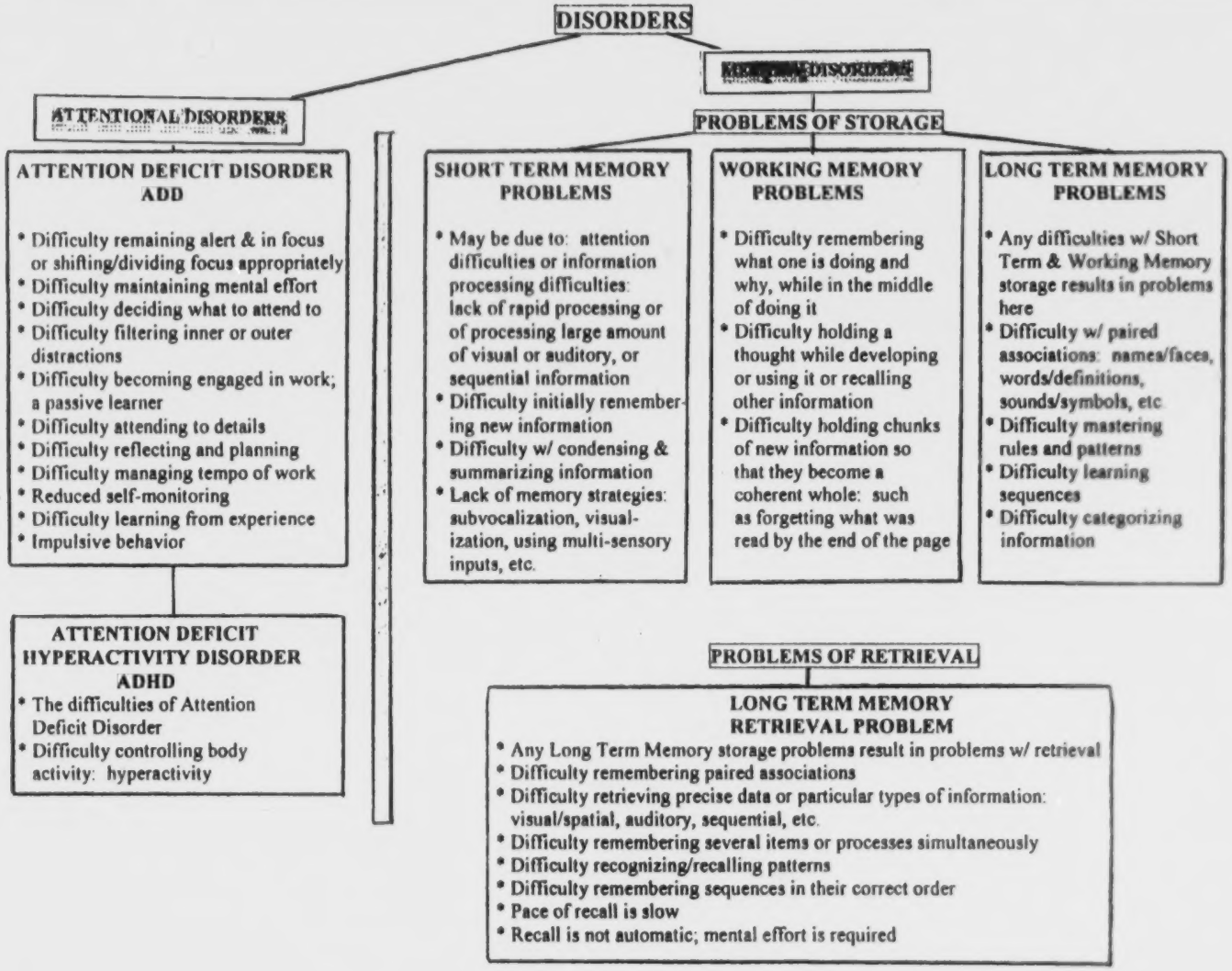
VERBAL DISABILITIES


RECEPTIVE LANGUAGE PROBLEMS
Difficulty understanding information received auditorily
• Auditory perception & processing difficulties
• Difficulty differentiating between similar sounds; this may effect reading and pronunciation
• Delay in listening: "tunes in" late
• Difficulty remembering oral material, oral instructions
EXPRESSIVE LANGUAGE PROBLEMS
Difficulty communicating orally
• Difficulty w/ word recall
• Difficulty putting ideas into words
• Difficulty sequencing sentences in a narrative
• Difficulty with grammar, syntax
READING PROBLEMS
Difficulty decoding and/or comprehending the written word
• Visual perception and processing difficulties
• Difficulty matching sounds with written symbols
• Additions, omissions, substitutions of letters, syllables, words
• Difficulty breaking words into component syllables
• Difficulty understanding/ remembering what was read
WRITING PROBLEMS
Difficulty communicating in writing
• Difficulty with word retrieval
• Difficulty in generating and organizing ideas
• Difficulty expressing ideas sequentially and grammatically
• Spelling problems which interfere with writing

BEST COPY AVAILABLE


NON-VERBAL LEARNING DISABILITIES
SENSORY MOTOR DISABILITIES
ORGANIZATIONAL DISABILITIES
SMALL MUSCLE PROBLEMS
• Difficulty w/ eye-hand coordination
• Difficulty w/ hand writing (dysgraphia), art
LARGE MUSCLE PROBLEMS
• Difficulty w/ activities that require coordination and good control of large muscles
TIME & SPACE PROBLEMS
• Difficulty w/ time awareness/management
• Difficulty managing space: clutter produces confusion
• Getting lost geographically or on paper
SEQUENCING PROBLEMS
• Difficulty with the correct order of information, processes, ideas, directions time sequences
EXECUTIVE CAPACITIES PROBLEMS
• Difficulty structuring the organization of ideas or things
• Difficulty w/ planning, coordinating, monitoring - including self-monitoring
• Few strategies for the above; lack of flexibility in changing strategies
(DYSCALCULA)
SIMPLE COMPUTATION PROBLEMS
• Difficulty w/ mechanical arithmetic tasks
HIGHER LEVEL MATH PROBLEMS
• Difficulty w/ math reasoning
• Reading comprehension problems
• Difficulty w/ abstract math concepts (algebra)
The problem may be with verbal or non-verbal (visualized) concepts; abstract concepts; concepts involving a process
PROBLEMS WITH CONCEPT FORMATION
• Difficulty grasping complex concepts
• Difficulty synthesizing information, getting past details
• Rigid thinking
• Lack of insight
REASONING PROBLEMS
• Difficulty understanding cause & effect
• Problem solving difficulties
• Difficulty w/ critical thinking and judgement
• Difficulty anticipating future
PROBLEMS UNDERSTANDING NON-LITERAL LANGUAGE
• Difficulty understanding jokes, fables, adages, figures of speech, symbolism
PROBLEMS INTERPRETING NON-VERBAL COMMUNICATION
• Difficulty reading body language, facial expression
• Difficulty reading vocal inflections
PROBLEMS WITH SOCIAL SKILLS RELATIONSHIPS
• Inappropriate behavior in social situations from misreading the situation, or lack of awareness
• Inappropriate response to other people from lack of awareness or misinterpretation
• Difficulties adapting to new situations

BEST COPY AVAILABLE


DISORDERS
[redacted] DISORDERS
ATTENTIONAL DISORDERS
PROBLEMS OF STORAGE
ATTENTION DEFICIT DISORDER ADD
• Difficulty remaining alert & in focus or shifting/dividing focus appropriately
• Difficulty maintaining mental effort
• Difficulty deciding what to attend to
• Difficulty filtering inner or outer distractions
• Difficulty becoming engaged in work; a passive learner
• Difficulty attending to details
• Difficulty reflecting and planning
• Difficulty managing tempo of work
• Reduced self-monitoring
• Difficulty learning from experience
• Impulsive behavior
ATTENTION DEFICIT HYPERACTIVITY DISORDER ADHD
• The difficulties of Attention Deficit Disorder
• Difficulty controlling body activity: hyperactivity
SHORT TERM MEMORY PROBLEMS
• May be due to: attention difficulties or information processing difficulties: lack of rapid processing or of processing large amount of visual or auditory, or sequential information
• Difficulty initially remembering new information
• Difficulty w/ condensing & summarizing information
• Lack of memory strategies: subvocalization, visualization, using multi-sensory inputs, etc.
WORKING MEMORY PROBLEMS
• Difficulty remembering what one is doing and why, while in the middle of doing it
• Difficulty holding a thought while developing or using it or recalling other information
• Difficulty holding chunks of new information so that they become a coherent whole: such as forgetting what was read by the end of the page
LONG TERM MEMORY PROBLEMS
• Any difficulties w/ Short Term & Working Memory storage results in problems here
• Difficulty w/ paired associations: names/faces, words/definitions, sounds/symbols, etc.
• Difficulty mastering rules and patterns
• Difficulty learning sequences
• Difficulty categorizing information
PROBLEMS OF RETRIEVAL
LONG TERM MEMORY RETRIEVAL PROBLEM
• Any Long Term Memory storage problems result in problems w/ retrieval
• Difficulty remembering paired associations
• Difficulty retrieving precise data or particular types of information: visual/spatial, auditory, sequential, etc.
• Difficulty remembering several items or processes simultaneously
• Difficulty recognizing/recalling patterns
• Difficulty remembering sequences in their correct order
• Pace of recall is slow
• Recall is not automatic; mental effort is required

BEST COPY AVAILABLE

SOME SPECIFIC LEARNING DISABILITIES

It is generally recognized that there are **five areas of learning affected by learning disabilities:** Visual, Auditory, Motor, Organizational and Conceptual. Learning disabilities in these areas can affect the skills of reading, writing, listening, speaking, reasoning and mathematics. The following are some disabilities, disorders and difficulties which may manifest in these five areas.

DYSLEXIA

a range of disabilities which involve language processing difficulties; Reading may include substitutions, omissions, distortions, errors in comprehension

AUDITORY PROCESSING

Unable to distinguish similar sounds and words; difficulty in remembering what was said; difficulty in following more than one instruction at a time; mispronouncing words or common sayings

ATTENTION DEFICIT HYPERACTIVITY DISORDER

a persistent pattern of inattention and/or hyperactivity and impulsivity

ADD or ADHD

VISUAL PERCEPTIONS

difficulty with visual discrimination; confuses letters; difficulty in comprehending what one sees; poor visual memory; reversing letters; unable to follow a line on a page.

DYSLOGIA

inability to think, plan and process information in a logical orderly fashion

DYSGRAPHIA

Difficulty in reproducing printed and/or cursive letters

MEMORY DEFICITS

difficulty with retrieval of presumably stored information because it is mis-stored and can't be retrieved spontaneously

REASONING DEFICITS

inability to understand cause and effect; difficulty in using critical thinking; difficulty in sequencing

SPACIAL ORGANIZATION

difficulty organizing information and instructions, managing time, and breaking down tasks into manageable steps

DISCALCULIA

excessive difficulty with mathematical functions

RECEPTIVE APHASIA

difficulty with comprehending spoken and/or written language; difficulty with abstract ideas, concepts, figures of speech; may be able to decode words, but does not derive meaning from the words.

DISFLUENT APHASIA

disruption in the flow of speech; does not comprehend the "sounds" of letters; difficulty in compre - hending what one sees; poor visual memory; reverses letters; unable to follow a line on a page

Ongoing research in this area of specific manifestations of learning difficulties, continues to open understanding and to provide insights and strategies which can enhance the learner's ability to compensate for the learning difference and to capitalize on strengths in the learning process.

ACCULTURATION AND THE LEARNER WITH LEARNING DISABILITIES

ESOL learners with learning disabilities are subject to the same confusion and stresses as that of all people who relocate to an unfamiliar country. The learner's process becomes more difficult with the added stresses of the learning disability. The **acculturation process** spans linguistic, psychological and sociological factors. This process is comprised of two aspects:

- **external behaviors:** food, dress, language and social customs
- **internal issues:** attitudes, values and self-identity

A **transcultural approach** to acculturation seeks to foster pride in one's native culture while developing awareness and understanding of the new culture. The learner is offered the opportunity to assess and determine which customs, values and attitudes of the new culture, they wish to accept. This selective process enhances a sense of self-worth. This knowledge base, out of which informed decision-making can occur, fosters a greater sense of control over one's life.

An **assimilation approach** would require rejection of one's native language and culture, in order to "fit in" – to not "stand out" as different. This rejection or suppression of one's heritage, often leads to confusion, depression, loneliness, isolation, homesickness, illness and stress. These symptoms may be compounded, if the immigrant is separated from family, has little or no support system, lacks skills for a job or is struggling economically. Even if the family has relocated intact, each member of the family moves through the acculturation process at an individual pace. This can cause additional turmoil and division, rather than support, within the family.

Though feelings of embarrassment, disappointment, frustration, impatience, anxiety and identity problems are a natural part of the relocation process, the person with learning disabilities may experience these in a heightened degree, perhaps not realizing that he/she has a learning disability or that learning differences are at work here. The impact upon one's self esteem, often further hinders the learning process.

Awareness and understanding of the above factors, inherent within the acculturation process and the impact of this upon the learner with a learning disability, can render the teacher more effective and supportive in the learning process.

GREAT IDEAS, NOTES, AND COMMENTS

SUSPECTING LD IN THE ESOL LEARNER

The majority of people who participate in our ESOL Programs are successful at learning the necessary skills to become proficient in English. Regardless of their level of English when they begin a program, progress is seen in a very short time. As time-on learning becomes greater, the learner's proficiency in English becomes evident. Generally, it is not long before many of our ESOL learners have improved their English skills dramatically. The teacher daily observes steps being mastered; goals being met.

For some ESOL learners, despite the most ideal learning conditions, the learning process is extremely slow, difficult and frustrating. It is difficult - almost impossible - to immediately determine a learning disability in an ESOL learner. Time must be allowed to observe the rate of progress in acquiring the new language. When that progress is less than anticipated by the instructor, it would be appropriate to explore the presence of learning disabilities. In order to better consider this, we need to explore the following:

1. factors other than LD which could be affecting the pace of learning,

2. characteristics which may indicate a learning disability.

LEARNING HINDRANCES WHICH ARE NOT LD ISSUES

Before identifying an adult ESOL learner as having a learning disability, it is important to examine other factors adversely affecting expected progress. These factors may be initially evident with beginners, but they will be less of a factor as the student becomes more exposed to and involved with acquiring English.

The following are some of the manifestations of these factors:

1. first language literacy - ordinarily, a learning disability will be manifested in the learner's first language , but may have gone undetected.

2. age of learner - maturity is a factor in language acquisition.

3. intelligence

4. exposure to using English outside of the classroom

5. limited previous education

6. little exposure to "formal" learning

7. ineffective study habits

8. lack of motivation

9. the conventions of native language and how they relate to English i.e. spelling in non-Roman alphabets, pronunciation (major similarities and differences)

10. external problems such as stress, anxiety, etc.

11. willingness to participate in class

12. length of time studying English

13. learning the language in a non-preferred learning style

CHARACTERISTICS WHICH MAY INDICATE THE PRESENCE OF A LEARNING DISABILTY

When screening an ESOL learner for a learning disability, each of the characteristics must be evaluated in the context of the learner's fluency and proficiency in English and native cultural history. Furthermore, the longer the learner studies English, the more strongly areas of disability become evident. Not every learner manifests every behavior and the behaviors particular to the learner will surface at different points in his/her learning process. The **Typical Learning Disabilities Behaviors** listed below are divided into the language learning categories of reading, writing, listening and speaking.

READING:

- lack of phonetic knowledge
- slow rate of reading
- word by word reading versus phrase reading
- decoding but not comprehending and/or recalling
- loses place frequently in oral class reading and with classroom worksheets

WRITING:

- poor handwriting which doesn't improve over time
- can't organize thoughts; lack of ideas
- seldom uses correct verb form despite constant instruction in this area
- word order is poor; does not grasp the structure of a simple sentence
- ideas not sequenced appropriately
- uses incorrect vocabulary, even though correct word is in their acquired vocabulary
- difficulty with proofreading and revising
- poor spelling (no sense of spelling rules, spelling errors have no patterns, misspells the same word, in different ways, on the same page)
- errors in copying

LISTENING:

- unable to distinguish distinct sounds that parallel sounds in their native language
- unable to distinguish rhyming sounds

SPEAKING:

- uses correct vocabulary but not syntax
- in discussion or when asked a question, speaks off topic
- can't remember vocabulary that has been repeated and reviewed

- responds inappropriately to questions, even when correct vocabulary is known
- very poor pronunciation

- frequently repeats when speaking
- misses point of discussion
- appears confused by even simple vocabulary/language
- makes irrelevant remarks in discussion
- inconsistencies in performance (very good in one area, very poor in another)
- difficulty in describing events in a sequence

GENERAL:

- lack of social skills
- inappropriate classroom behavior (frequently laughs inappropriately; gets angry or frustrated for no obvious reason, interrupts whoever is speaking)
- disorientation with time
- disorganized with notebooks, portfolios, homework
- forgets from lesson to lesson
- frequently does not understand homework assignments
- distractible in class
- has more than ordinary difficulty in acquiring particular skills despite constant review and repetition (especially when exhibited over a substantial period of time)
- uneven academic performance, i.e., verbal fluency is much stronger than literacy and vocabulary of the written word. This is more obvious in the advanced ESOL learner.

PHYSICAL: non-academic; may be observed by the instructor over a period of time

- frequently watering eyes
- often complains of headaches
- low tolerance for illness or is chronically ill
- often complains of abdominal pain (especially in the morning or after meals)
- lack of coordination
- may evidence substance abuse

The more literate the learner is in his/her first language and the more closely that language is related to English, the easier it is to detect a learning disability.

APPROACHING THE LEARNER

Once it is determined that the learner exhibits signs of a learning disability as distinct from other factors which are **affecting the learning process,** the teacher needs to decide the manner in which the learner would most effectively be approached. The instructor will then need to initiate the following:

1. interview the learner to obtain more information
2. screen the learner using various screening materials
3. implement accommodations; modify learning conditions

It is most helpful when the instructor is prepared and comfortable approaching the learner. Understanding the emotional, as well as, the academic ramifications of discovering that one may have a learning disability can ease the task of the instructor. The process upon which the learner and instructor are together about to embark requires a commitment over an extended period of time. It is important to keep in mind the following:

1. The learner will most likely have realized that they have not been progressing along with other members of the class, but may or may not know the reason. Discussing the issue could put the learner's mind at ease.

2. The learner, at first, might be intimidated or embarrassed by this discussion about his/her learning process, but may also be relieved that it is out in the open. Excuses are no longer necessary. It is important to allow the learner time to assimilate this new information. The concept of **learning disability** may be unfamiliar.

3. The learner brings a learning history, cultural expectations around education, and the professional position of the teacher. Initial withdrawal by the learner should not be automatically construed as unwillingness to pursue the issue. Don't give up too soon.

4. The learner will need reinforcement concerning his/her learning strengths, in order to keep perspective during this period of adjustment of self-identity. It will be important for the instructor to be prepared to offer this support.

It is important to be clear to the learner that we are not performing a professional diagnosis of learning disabilities. However, we would be unjust to ourselves as professional educators and to the learner as an intelligent adult if we withheld information that could clear up some confusion about his/her learning and ultimately enhance his/her learning process.

INSTRUCTOR'S ATTITUDE MAKES A DIFFERENCE

The core qualities of an effective teacher prepare one for the task ahead. There are two particular qualities which, when possessed in abundance by the teacher, will greatly benefit the learner. **First**, the ability to exercise patience and to tolerate frustration, both yours and that of the learner. **Second**, The ability to recognize a major success and to take satisfaction in what to most would seem to be insignificant progress. Let the learner know that you value their efforts as well as their successes.

The teacher's attitude will set the **tone for a successful Learning Plan**, upon which the learner is about to embark.

1. an attitude of **DEEP INTEREST**
   It is often easier to avoid challenging the learner as it becomes more difficult to work with him/her. It is crucial to be conscious of the attention which you are giving to the learner.

2. an attitude that you and the learner are **PARTNERS**
   This will lessen any anxiety which the learner may have about looking dumb in front of the teacher. It will open communication between you and the learner concerning the work at hand, so that the learner feels free to express confusion, misunderstanding, difficulty and discouragement.

3. an attitude of **RESPECT** for the learner's abilities, talents and skills
   It is important to point out and affirm the value of a learner's strengths, because often the learner with a learning disability fails to see anything positive about himself/herself, especially when it comes to learning.

4. a **RELAXED** attitude
   The classroom should be a place of mutual comfort for the learner and the teacher; not a place of tension and stress. There should be no pressure on the learner to "try harder" or "pay attention" or "work faster or longer" than is comfortable. The student needs to feel free to work as slowly as needed, with as much repetition as needed. Repetition, as a positive rather than a negative learning need, is often the key to comprehension and retention.

BEST COPY AVAILABLE

SORTING THE TEACHER'S ROLE IN THE ESOL CLASSROOM

When a learner, enmeshed in the relocation process, whether of a few months or of several years duration, enters the ESOL classroom and meets the teacher for the first time, **layers of needs and expectations** lay under the first introduction. Simply saying one's name can open the process of lifting these layers. For the person with learning disabilities, each layer of need or expectation wears an overlay of the impact of the disability.

Of its nature, a good **teacher-learner relationship** builds trust. For the ESOL learner and a learner with learning disabilities, this trust becomes the vehicle for learning language and the language acquisition process. In the safety of a comfortable classroom, it is almost inevitable that as time goes on, the learner's struggles to acclimate to the new country will be brought to the class. It would be very easy for the teacher to become drawn into and overwhelmed by the learner's day to day life problems in the community, such as housing issues, health service access problems or confusion at the job site. It is important that the teacher have a clear understanding of the **scope and boundaries of the specific ESOL Program.**

In an article published by the **American Council of Nationalities Service** in 1986, entitled Primary Prevention And The Promotion Of Mental Health In The ESL Classroom: A Handbook for Teachers, authors Cohen, Lucy, Paul and LeMarbe offer some insights and suggestions for the ESOL teacher on the promotion of a healthy teacher-learner relationship fostering mental health in the classroom.

The authors term this focus, primary prevention. The article stresses that **the primary task of the ESOL teacher is to teach English.**

A transcultural approach to the task considers the needs, coping skills and stresses of the relocated learner. With a learner with learning disabilities, the demands on this task are even greater.

> *It is probable that the ESL teacher is not the only "helper" aware of such problems. It is also likely that the learner has attempted to resolve problems with the help of their own support networks. The ESL teacher does, however, become part of this help-seeking system and will be most effective in the area of primary prevention in the classroom by assuming the role of:*
>
> - *A **good listener**, allowing students to express and vent feelings*
> - *A **provider of information** who will prepare students for future possible stressful events and will direct students to and share prior experiences with each other;*

BEST COPY AVAILABLE

- *A **mediator** between cultures, helping students to understand the meanings behind social, environmental and institutional community resources for help;*

- *A **facilitator**, allowing for a classroom conducive to sharing, problem-solving and the rehearsal of coping skills;*

- *A **model or representative of a culture**, allowing students to observe cultural differences and to draw conclusions about these differences. (Cohen 12)*

The teacher's role is a delicate one. Mindful that a language is not learned in isolation but as an integral part of the learner's life, the teacher must certainly be ready to hear the learner's concerns and even offer the language to enable the learner to express his/her situation more clearly in English, but need not take on direct responsibility for resolving the situation. In fact, to do so may only add to confusion around the situation. The authors of the above article offer the following suggestions to aid the teacher in maintaining the delicate balance in their task.

- *Understand that they have no control over the emotional pain a refugee experiences nor over what a refugee faces;*

- *Recognize that they are part of a network of "helpers" who are working toward similar goals;*

- *Advocate for further training and staff development, especially if responsibilities other than teaching are expected to be carried out;*

- *Avoid "burn-out" by joining local professional organizations, taking time off, and sharing frustrations with peers;*

- *Establish realistic goals, recognizing their own strengths, skills and limitations. (Cohen 13)*

BEST COPY AVAILABLE

SCREENING FOR LD

Screening an ESOL learner for Learning Disabilities is most effectively accomplished through the use of a **multiple of measures**. Native Language screening is the ideal, but often the diagnostic tools and/or qualified assessment staff are not available.
Formal Learning Disabilities Assessment Tools in English, are language and culture specific and therefore offer limited help in identifying language learning disabilities in the non-native English learner.

The ESOL Instructor can utilize **informal observation and screening**. This is not a professional diagnosis or assessment and should always be documented as informal screening. This method can assist the learner and instructor in together developing an appropriate learning plan.

An **Informal Assessment** could include the following:

1. **observation by the instructor**, noting learning disabilities behaviors and characteristics (refer to pages 16-17)

2. an **informal classroom oral interview**, with specific questions pertaining to LD issues. The Learner's education history and their feelings about it can be helpful.

3. Kit: **Screening Through Manipulatives** Reprinted in this manual (pages 39 to 73).

4. ancillary screening such as **visual and auditory testing**

5. **reviewing the learner's portfolio** of work

FORMAL ENGLISH SKILLS ASSESSMENT TOOLS can offer some assistance, but are not valid as formal documentation.

BEST
SABE
Spanish TABE
HELP
Native Language CLOZE
(For full test names, refer to Appendix 2 – Acronyms)

STANDARD LEARNING DISABILITIES ASSESSMENT TOOLS

It is not the purpose of this manual to explicate the standard assessment tools for learning disabilities. There are several tools which have been shown to accurately identify specific language learning Disabilities in native English speakers. **We recommend to practitioners, the extensive work of the Western Massachusetts YALD Team.** Their Manuals assist in the effective use of the Standard Assessment Tests and the selection of appropriate learning strategies.

BEST COPY AVAILABLE

TIPS FOR THE SCREENING INTERVIEW

- For the initial discussion, it could be helpful to have a translator available. Be sure to ask the learner if this is acceptable. It is usually more effective if the translator is not a family member or friend. Be sure that the translator is familiar with the reason for the interview and any language which is specific to the interview/screening process.

- Avoid being too technical in your explanation or too detailed about **LD** in general. It would be best to simply explain that you can see that the learner is struggling and that you would like to explore the reason.

- Explain that you would like to get some additional information about what may be hindering the learning process. Indicate that you will use an interview and other means of screening.

- Tell the learner that you are asking for their input about their progress in learning English. Explain that questions will discuss schooling history, medical history and the learner's perceptions of their native language and second language learning process.

- Keep in mind that a language learning difficulty will be manifest in <u>both</u> the native language and the new language. Thus, whenever possible, a native language assessment would be a helpful component of the screening process.

BEST COPY AVAILABLE

GUIDELINES FOR THE INFORMAL ORAL INTERVIEW

An **Informal Interview** can be conducted with the learner whom you suspect may have learning disabilities. Question areas are geared to indicate possible learning disabilities versus other reasons for limited progress in learning. Some of the questions are simple and straightforward; others are more abstract and open-ended. Both types of questions are used only as guidelines and could/should be extrapolated, if the interview lends itself to this. It is helpful to maintain an informal, conversational style.

The ideal interview would be conducted with the **aid of a translator**. When this option is not available, the next best approach is to obtain as much information as is possible at the current time, keeping mind that as the learner becomes more proficient in English, more questions will be answered.

It is helpful to confirm the learner's answers by **paraphrasing**. This verifies that the learner has truly understood the question and is giving appropriate and accurate information.

These **Interview Guidelines** are a means of obtaining information which might help to understand the reason that the learner is having difficulty learning English. The interview does not have to be completed all at once. It can be an ongoing process. Information obtained will be helpful to both the instructor and the learner.

SOME QUESTIONS FOR WHICH THE INSTRUCTOR SEEKS ANSWERS

1. Does the learner have any health problems (particularly visual or auditory)?
2. How much formal schooling has the learner had in his/her native language?
3. How literate is the learner in their native language? (Obtain a writing sample. Use the native language CLOZE Test.)
4. What is the learner's perception and feeling about his/her academic experience in native language? Did the learner struggle with school? What particular subjects were difficult? In what subjects did the learner do well?
5. What was the learner's job prior to coming to the USA?
6. What is the learner's current job? Does it involve using English?
7. What languages can the learner speak/write?
8. How long has the learner been exposed to English? In what settings? (formal classes in native country, ESL classes in USA, informal daily acquisition) Obtain specifics.

BEST COPY AVAILABLE

9. How often does the learner use English in his/her everyday life?

10. What does the learner find difficult about learning English? (i.e., remembering from day to day, following directions, reading, writing, spelling etc.)

11. Does the learner have any ideas or thoughts about the reason that she/he is not progressing more quickly?

For the more advanced ESOL learner, the instructor might wish to use a more indepth Interview such as that in the Western MA YALD Team Manual. To obtain copies of the Manuals, Contact:

Western MA YALD Project
Pittsfield Adult Learning Center
269 First Street
Pittsfield, MA 01201
(413) 499-4930

BEST COPY AVAILABLE

SHARING THE RESULTS WITH THE LEARNER

When sharing the results of the screening, it is important to set a positive tone for learning. Be careful to not present this information as a formal diagnosis, but do use it as a basis to help the learner understand that he/she has learning differences which need specific learning assistance. Working together to develop an individual study plan, rather than imposing a plan, can help increase the self-respect of the learner.

Acceptance of a **learning difference** is important for both the emotional and educational well-being of the learner. The learner, who understands this, is emotionally free to use his/her energies to accomplish the goal of learning English.

There are five stages through which a learner generally passes, once aware that they have a learning disability:

1. denial
2. anger/depression
3. guilt/anxiety
4. acceptance
5. conversion

As identified by **Elizabeth Kubler-Ross, M.D., in her text <u>On Death and Dying</u>**, these are the stages through which we accept loss and death. In this case, the learner is dealing with the loss of and change to self-image. This can be unsettling. It requires change.

Though these stages are often experienced by all adult basic literacy learners with learning disabilities, they are less likely to be **externalized** by an ESOL learner than by a native English speaker. Generally, because of their limited English skills, ESOL learners are hesitant to verbalize their emotions. A supportive, encouraging attitude on the part of the teacher is very important as the learner is working through these five stages.

<u>POINTS TO REMEMBER WHEN SHARING SCREENING RESULTS</u>

- Begin positively; stress areas of strength revealed in the testing.
- Explain that the Screening indicates that the lack of progress and frustration is not due to limited ability to learn, but possibly to a learning disability.
- Ask the learner whether they are familiar with learning disabilities. It is very likely that they are not. Offer the general definition of learning disabilities.
- Present the learner's specific learning difficulties, using examples of the learner's personal experiences in the classroom.

- Address with directness, any questions or comments which the learner may have. Learner feedback, at this time, is vital to his/her understanding and acceptance of the new information. It will help the learner to begin to take control of his/her learning process.

- Explain that you will use this information to modify their learning plan to have greater success.

- Encourage and assure the learner that this new information will change and enhance their ability to learn English.

- Finally, be sure that the learner has a clear understanding of everything that has been discussed. Ask the learner to keep the lines of communication open, so that you can work together with the new learning plan.

The most important point is that through this process of acceptance, the learner begins to see himself/herself as **learning differently**, not as being defective. The learner starts with a new understanding of Self and the way the brain operates. The instructor must provide as much information as possible in a way which the learner can accept. The goal is that the learner will be able to name, without shame, the learning difference.

LANGUAGE WHICH NEGATIVELY IMPACTS THE IMAGE OF THE LEARNER WITH A LEARNING DISABILITY

Of primary concern, initially, is the learner's self-definition. Observe the language which the learner uses to refer to herself/himself. Follow the lead of the learner, putting the self-definition into positive terms. Assist the learner to deliberately re-work the negative self-definition through a positive viewpoint.

NO	YES
1. disabled person	**person with a learning disability**

Avoid using an adjective as a noun to describe people with a disability.

2. handicapped learner	**person with a learning disability**

Use the correct terminology for a specific learning or physical disability.

3. While working with normal people	**While working with people who...**

Avoid implying that a person with a disability is to be pitied or that a person is "special", more courageous or heroic than others

4. victim of dyslexia	**person with dyslexia**

Avoid terms which define a disability as a limitation or imply powerlessness (victim, sufferer).

5. slow to catch on; stupid	**a cliché or label negates dignity**

Avoid slang words or derogatory cliches which negatively label the learner.

CLASSROOM STRATEGIES

Many of these strategies are an inherent part of an effective classroom, but for the learner with learning disabilities, **more emphasis** and **greater consistency** with one or more of the strategies are key to fostering development to their fullest learning potential.

- Help the learner understand how he/she can approach various learning tasks.
- Determine realistic goals with the learner and work within that framework.
- Try to schedule the learner in classes which meet frequently and early in the day. This will help the learner stay focused as well as retain information more easily.
- Plan frequent breaks. Because of the intensity with which they are working, the learner may need a break every 15 minutes. Urge the learner to move about, if they are struggling with attention problems.
- Establish routine with structure and predictability.
- Help the learner to get organized with notebooks and appropriate learning aids.
- Introduce tools for coping and strategies for compensating, such as dictionaries (book and electronic), note-taking techniques, computer, tape player etc.
- Use the Multi-sensory learning (MSL) technique.
- Utilize a classroom tutor.
- Address all fundamental components of language: reading, writing, listening and speaking.
- Teach a small amount of material at a time, in small sequential steps.
- Provide instruction until material is mastered; link new material (concepts/vocabulary) using reminders and references to the mastered.
- Treat mistakes as opportunities for learning, not something about which to be embarrassed.
- Be sensitive to the learners embarrassment with others in the class.
- Present chalkboard material in an organized manner.

INVOLVING THE LEARNERS IN CREATING LEARNING TOOLS

Adult learners take pride in developing professional quality learning tools. This can also foster ownership of one's personal learning process. Materials need not be elaborate or expensive. The ingenuity of the learner is refreshing. Designing and creating the tool provides another vehicle for using conversational English. The following are a few suggestions.

THEMATIC VOCABULARY MOBILES

Vocabulary can be developed around relevant themes:

- safety signs
- fiscal issues
- auto parts
- driver's license
- health issues

It is helpful to keep to a minimum, the number of words on each mobile. Use large, consistent print. Materials and style ideas can be found in teaching and art books and magazines.

SANDPAPER LETTERS

Cut large upper and lower case letters from coarse sandpaper. Using the middle and index fingers of the "writing hand", trace the letters. This can help the learner focus on the letter, as well as assist in letter recognition and reproduction and handwriting clarity.

These letters can be used with single recognition as well as beginning word development.

EMPLOYMENT SEARCH I

For memory deficit or spelling concerns, assist the learner to prepare a card with pertinent information which can be carried to the job site for ready referral when filling out the Job Application.

- address /telephone #
- social security #
- Special Training /Education
- employment history

This can ease anxiety; strengthen confidence and allows the learner time to prepare answers.

EMPLOYMENT SEARCH II

For the non-reader, a laminated information card could include an introduction such as:

I can speak and understand English well, but I have a learning disability which prevents me from reading. Could you ask me the application questions orally?

The card could have information about work experience and the type of work for which the learner is now looking..

Depending upon the circumstances, the instructor might agree to serve as reference.

VOCABULARY CARDS

Learners can cut from magazines, pictures of items whose names they wish to learn. Paste picture to an index card. Write word below the picture. Cover both sides of the card with clear contact paper.

These can be used in a variety of ways as the learner advances in language ability.

VOCABULARY KEYS

Prepare cards (2 ½" X 6"); punch a hole in one end; invite the learner to copy, on each card, a vocabulary word from a list appropriate to a specific topic. Attach the cards to a Key Ring. They are ready for frequent review.

SCRABBLE LETTERS

A generous supply of scrabble letter cubes can provide a sensory component to letter recognition, word or sentence building. Be aware that the letters in the commercial Scrabble game are all upper case.

Art foam board for backing pictures, make sturdy, easily manipulated letter cubes. Be sure to make upper and lower case letters. Lots of vowels are a plus!

CONVERSATIONAL ENGLISH

Talk about each activity as you are doing it. Use objects. Articulate the names of the objects and/or materials for the project or activity. Use adjectives to describe the object. Write the name of the object. Review and reinforce the vocabulary when using the created learning tools.

PICTURE TALKING

A pictorial vehicle for communication through which the non-writer can tell a story or situation resembles a comic strip.

Cut strips of paper 3" X 9"; **Fold** the strips into 3" squares. Ask the learner to begin the story in the first box, **drawing** stick figures to indicate the place and the people present. As the learner talks through the incident, move from frame to frame showing changes in the situation by changing the stick figures. Take as many frames as are necessary.

Then, as the learner retraces the story, the **instructor can write** it, in basic form, under the picture. If the learner is able to copy letters accurately, the learner can **copy the written portion** under each picture in paragraph style. Thus producing a written story. If the learner difficulty precludes copying accurately, the pictorial/written story is readable as a written document.

BIG BOOK OF HEALTH ISSUES

Create a Reference Guide to Health Issues
Materials:

- 11"X 17" card stock
- 3 metal binder rings
- clear contact paper

Fasten pages together with the metal rings. (Punch 1 hole in the upper left corner or 3 holes along the left margin. Pictures, either hand-drawn or cut from magazines, can be placed on the page with the name of the item or concern under it.
Book sections can include:

- Items in a home First Aid Kit
- Pharmacy issues (tablet, caplet, tablet, pill,) vocabulary for prescriptions and directions
- Words/pictures to describe health concerns (doctor's office, emergency room

Be sure to keep pages uncluttered. Print should be large and of consistent style throughout the "book". Use both upper and lower case letters appropriately.

ABOUT THE PRINTED WORD

Sometimes the formation of **manuscript upper and lower case letters** is confusing . (i.e.,A a, Q q,) Not only are the hand printed letters different from each other, but type-set in books uses a different form for some letters. It may be necessary to aid the learner in identifying the three forms of a letter.

Cursive writing adds another, sometimes confusing dimension, to the task of reading and writing. A good starting point is to learn to write one's name which, of course, is ordinarily the way to write one's signature.
**It is sometimes helpful to write the learner's signature on a lined strip of card stock. Cover with erasable laminate or clear contact. the learner can trace with erasable markers.

There is an honest pride in being able to speak and write one's name clearly.

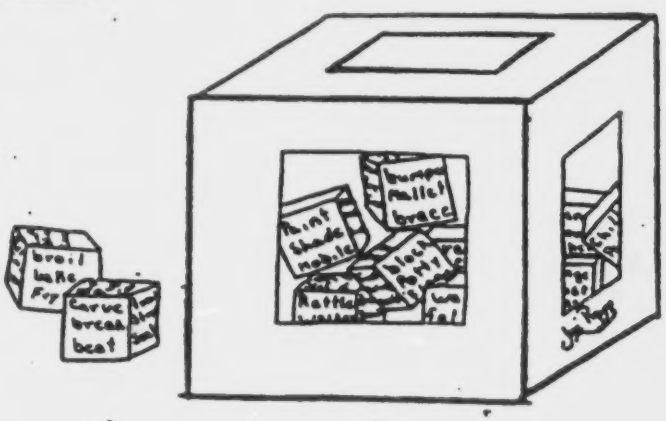
ESL Learner Generated Tools

by Eileen Witkop

"Learning Tools" generated by participants are an integral part of our theme-based English as a Second Language curriculum at Hampden County House of Correction. As themes develop, the students enjoy designing and building the tools. Conversation during the work sessions builds vocabulary and strengthens oral skills. Moreover, they are relevant and a source of pride for the ESL-engineers/artists.

Following is a sample of three of our learning creations.

Word Cubes



Vocabulary building is an integral part of each ESL session. The word cubes provide another mode of vocabulary enrichment. In our program, we use the *Oxford Picture Dictionary* in various bi-lingual versions. The publisher provides study ideas and aids to expand the possibilities of the book. We have added our own exercises, including the word cubes.

Materials Needed:
Construction paper
Framer's mat sample wedges
Tape or glue
Glue gun
Fine-line markers

Step One:
Prepare a number of 2 1/2" construction paper cubes (small gift boxes also work well).

Step Two:
Select a theme page from the picture dictionary. On one side write the theme. On the other five sides write several words pertaining to the theme. Thin line marker over pencil is durable.

Step Three:
Using matting-sample wedges, construct a large cube to hold smaller cubes. The right angle wedges create a box with a hole in each side. Simply reach through any hole to retrieve a word cube.

The word cube can serve as a word builder, an exercise in identifying letters, and an opportunity for pronunciation practice.

A colorful centerpiece for table or bookcase, it is a vehicle for a teacher-guided quick review or for individual study in the moments when students are waiting for a group event to begin. Self-starters love this challenge. Sometimes it sends them back to the dictionary to match words with pictures. Some keep a tally of cubes mastered.

Body Game

New learners often begin by learning the parts of the body. I like to do this because it provides a clear focus, is the vocabulary area most ESL learners have some knowledge of, thus feel successful with, and offers an opportunity to assess and guide pronunciation and enunciation. The Body Game is a favorite!

Materials Needed:

Large sheet of posterboard
Glue gun
Thin line magic markers
3" x 3/4" strips of colored posterboard

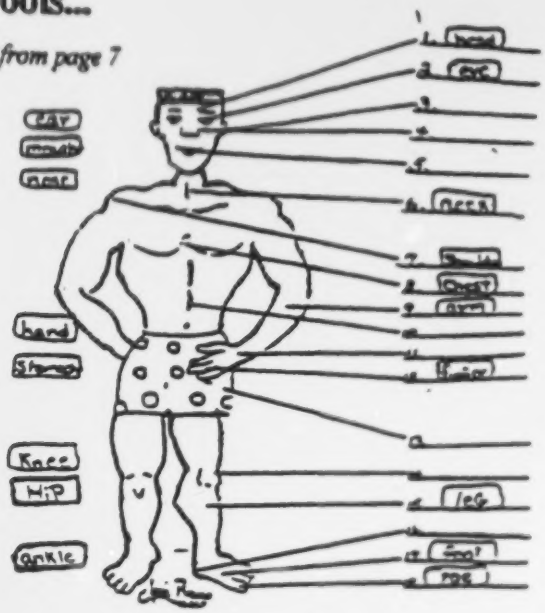
Step One:
On the posterboard, draw an outline of the human body. Our male model sports red and white polka dot shorts. A line stretches from each body part to a numbered blank to the right.

continued on page 8

BEST COPY AVAILABLE

ESL Tools...

Continued from page 7



Step Two:
Write the names of the body parts on the strips of colored posterboard and affix them to the left side of the chart with removable glue. The learner can readily move the word card to the proper blank on the right. This can be an individual, paired, or group exercise.

Driving Simulation Board

"Driving in Massachusetts" is a popular theme in our program. Passing the test for the driver's permit has been a difficulty for many of our learners. We've gathered a variety of commercially prepared resources, but the most effective is the practice board designed and created by five learners.

Materials Needed:

32"x 38" heavy weight artist board
Clear contact paper
Poster and acrylic paints/brushes/ small sponge pieces
Glue gun
Odd pieces of styrofoam
Small wooden game pieces (or similar item)
Mascara brushes (for trees)
Thin line typing correction tape
Miniature vehicles
Shish-ka-bob sticks (or similar material)
Traffic signs from driving manual

Step One:
Lay out the roads, river, train tracks, rotary, bridges, etc. Paint in grass and water (sponges) and black top.

Step Two:
Line streets with correction tape. Paint stripe yellow where appropriate. Use black marker to create broken line.

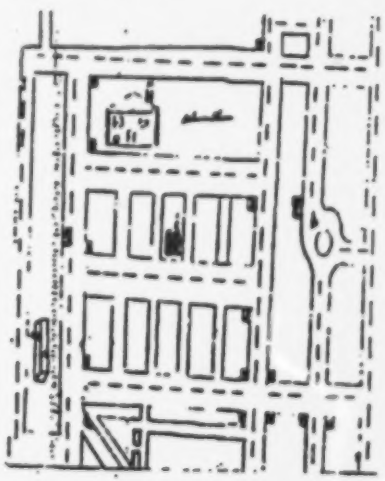
Step Three:
Fashion various buildings (hospital, apartments, school, church, homes, shops, etc.) from pieces of foam. Paint as desired. Affix to board with the glue gun. Design trees and railroad tracks and attach.

Step Four:
Clip road signs from driver's manual; cover with clear contact paper; and affix to small wooden game pieces and attach with the glue gun to appropriate sites on the board.

This board replicates a range of driving situations which the learner needs to be prepared to negotiate. "Players" drive either a car or a truck around the board following signs and observing rules of the road. Two "examiners" watch from nearby and point to trouble spots for players. Some road signs are glued to the board; others are movables. The "examiners" set up the driving scenarios. Students and instructors alike enjoy using the small cars and trucks.

We have developed a host of other materials for this unit: vocabulary cards on a key chain, word find, sentence completion work sheets to reinforce vocabulary, rules of the road, and, of course, the driver's manual.

Designing and implementing the learning tools in our ESL program is a delightful, effective, collaborative, multi-sensory, multi-level learning experience. ✪



Eileen Witkop is a long time educator currently coordinating the ESL program at the Hampden County Sheriff's Department, 627 Randall Road, Ludlow, MA 01056, (413) 547-8000. She also teaches at Asnuntuck Community College in Connecticut.

Art work supplied by learners in the ESL program.

BEST COPY AVAILABLE

A WORD ABOUT ESOL STANDARDS

The **Massachusetts Department of Education** is now more than half-way into a five-year Curriculum Frameworks Initiative. In June of 1997, a year-long project to develop Adult Basic Education ESOL Learning Standards was launched. The project seeks to develop a framework based on practitioner and learner experiences drawn from the wide range of settings, needs, expectations and funding requirements within the Massachusetts Adult ESOL Education Program.

We urge teachers to participate in this process as the document is developing. It is important to represent the issues of the adult basic ESOL learner with learning disabilities so that the standards allow for appropriate accommodations.

For further information, contact:

Joan LeMarbe, Coordinator
Adult ESOL Practitioner Working Group
Massachusetts Department of Education
350 Main Street
Malden, Massachusetts 02148-5023
(781) 388-3300

RESOURCES

This is not a bibliography for either **English for Speakers of Other Languages** or **Learning Disabilities.** It is rather a "short list" of materials which we found to be particularly pertinent to issues pertaining to the **Adult Basic Learner** of **English for Speakers of Other Languages** who may have **learning disabilities.**

The Adult ESL Literacy Student and Learning Disabilities. Washington, D.C.: National Adult Literacy and Learning Disability Center. Fall 1996.

Cooper, Richard. Learning disAbilities Newsletter. Bryn Mawr, PA. (Cooper has published articles and given workshops pertaining to learning disabilities. He currently provides teacher training on "Learning Problems and English as a second Language".)

Hatt, Pat. Eva Nichols. Links in Learning. West Hill, Ontario: MESE Consulting Ltd. 1995.

Huerta-Macias. "Current Terms in Adult ESL Literacy". Columbus, Ohio: ERIC Digest EDO-LE-93-03. July 1993.

Levine, Mel PHD. The works of this author were helpful in compiling the charts outlining types of learning disabilities and disorders (6-10).

Massery-Holt, Grace. "Teaching Low-Level Adult ESL Learners". Columbus, Ohio: ERIC Digest EDO-LE-94-08. January 1995

Root, Christine. "A Guide to Learning Disabilities for the ESL Classroom Practitioner." TESOL EJ, Vol. 1 No. 1 April 1994.

Schwarz, Robin L. "Accommodating the AT-Risk/Learning Disabled ESL Student At ELI." Washington, D.C.: American University. June 24, 1996.

Schwarz, Robin L. "Thumbnail Guide to Learning Disabilities". ELI. Washington, D.C.: American University. March 1994.

Schwarz, Robin L. Burt, Minam. "ESL Instruction for Learning Disabled Adults". ERIC Digest. EDO-LE-94-08. January 1995

Sparks, Richard. "The affects of Multisensory Language Instruction on Native Language and Foreign Language Aptitude Skills of At-Risk H.S. Foreign Language Learners". Annals of Dyslexia. XLIII. 1993 (195-201).

For a comprehensive bibliography of resources pertinent to Learning Disabilities, we strongly recommend the **Assessment and Instructional Strategies Notebooks** prepared by the **Western Regional Center of YALD**.

GREAT IDEAS, NOTES, AND COMMENTS

4.

APPENDICES

THE ADULT BASIC ESOL LEARNER AND LEARNING DISABILITIES

A SCREENING KIT FOR THE INSTRUCTOR OF ADULT ESOL

Eileen L. Witkop

Reprinted with permission

ACKNOWLEDGEMENTS

Each recommended MANIPULATIVE in this **LEARNING DISABILITIES SCREENING KIT** includes the Manufacturer and/or Distributor information and where possible, the item picture as presented by the Manufacturer in the item packaging.

I am most grateful to the ESOL learners at the Hampden County Correctional Center for their eager participation in the development of this Kit.

Edward Hebert, M.A., CCC-SLP, served as Speech/Language Consultant.

Colleagues, Volunteer Tutors, and College Interns offered assistance and encouragement throughout the project.

William Toller, Deputy Superintendent of Programs and Gene Gramarossa, Program Manager, at the Hampden County Correctional Center offered unfailing Confidence and support in the development of this Kit.

TO ALL, I SAY THANKS!

© 1997

Hampden County Sheriff's Department
627 Randall Road
Ludlow, Massachusetts 01056-1079

This publication is protected by copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording or otherwise.

DEDICATION

**To ESOL Learners with learning disabilities,
who strive to discover and to name without shame,
their learning differences and challenges.**

INTRODUCTION

In the United States, the demand is growing for Adult Basic Education (ABE) for English for Speakers of Other Languages (ESOL) learners. Instructors are called upon to work with learners who have diverse educational, social and cultural backgrounds. The reality of **learning disabilities** is appearing more and more frequently in the adult classroom. Professional Assessment and Diagnosis is costly and often not readily available. Materials and skill for Native Language screening is scarce. The ESOL instructor is confronted with symptoms of potential learning disabilities, but he or she needs more information in order to assist the learner. It is my quest for just such information that gave rise to this screening kit.

It is important to note that this **LEARNING DISABILITIES SCREENING KIT** is not a Professional Diagnostic Tool. It is a tool intended to assist the instructor and adult ESOL learner in moving through the challenges which the learner may be facing in the learning process. A professional diagnosis, whenever possible, is always desirable.

HOW TO USE THIS KIT

The Kit includes thirteen **manipulatives** (puzzle, letter cubes, magnetic letters, letter dice, math shapes etc.). The skill required to use each of these items correlates to various language learning skills. In this manual, for each manipulative, a guide sheet includes the following:

ABILITY to be observed during the learner use of the manipulative/tool.

SCREENING TOOL manufacturer/distributor and detailed instructions for use.

DISABILITY MANIFESTATION as it may be manifest in the use of the manipulative/tool.

INSTRUCTIONAL STRATEGIES which can be utilized to assist the learner.

NOTES AND STRATEGIES section with each tool so that the instructor can add ideas and strategies.

This Kit is a beginning. I encourage instructors to add to the strategies. It is my hope that this Kit will facilitate further discussion and sharing among practitioners, so that the educational process for each learner can be as effective as possible.

NOTES and STRATEGIES

ABILITY : Letter recognition; phonetic reproduction of letters; accurate combination of letter sounds to generate a word.

SCREENING TOOL:

Set of twelve letter dice

SOURCE:

World Class Learning Tools
111 Kane Street
Baltimore, MD 21224
(410) 633-0730

INSTRUCTIONS:

1. Instructor forms a word with the dice.
2. The learner is asked to name each letter in the word; then to make the sound of the letter.
3. Learner can throw the dice, following steps 1 and 2.
4. Ask learner to form words with the dice.

DISABILITY MANIFESTATION:

The learner may have difficulty accurately identifying the letters by either name or sound.

The learner may be unable to visualize a word and then reproduce it from the letter dice.

INSTRUCTIONAL STRATEGIES:

1. Develop a personalized bookmark with sounds and words with which the learner has difficulty. Review this bookmark frequently. As the student gains skill, a new bookmark can be made. Saving the bookmarks can help the student track progress and increase confidence.

2. Utilize sandpaper letters. (Cut both upper and lower case letters from coarse sandpaper.) Ask the learner to trace the letters with the index and middle fingers of their "writing hand.

3. For sound reproduction, the instructor can show the "sound mechanics", perhaps allowing the learner to feel the sound as the instructor models the phonetics.

NOTES and STRATEGIES

ABILITY : Visual Discrimination

SCREENING TOOL:

Plastic, magnetic 3-D letters;

Matching upper and lower case letters

SOURCE:

J.L. Hammett, Company
Retail Division
P.O. Box 859057
Braintree, MA 02185-9057

*Retail stores in area Malls

INSTRUCTIONS:

Ask the learner to match upper and lower case letters in alphabetical order.

Aa, Bb, Cc, Dd, Ee, Ff, Gg

DISABILITY MANIFESTATION:

The learner may have difficulty associating upper and lower case letters whose configurations are substantially different. i.e., A and a

The learner may interchange letters such as b, d, p, g, q

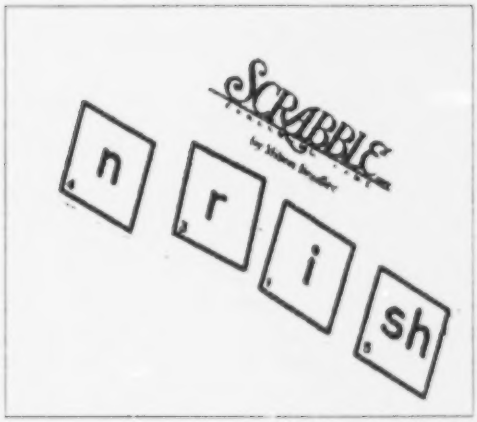
INSTRUCTIONAL STRATEGIES:

1. Match upper/lower case sandpaper letters. Trace the sandpaper letters with the index and middle fingers of the "writing hand".

2. On the computer keyboard, have the learner type upper and lower case letters, side by side in alphabetical order. The added step of using the "shift key" may help to focus the learner's visual attention.

NOTES and STRATEGIES

ABILITY: Visual Sequencing



SCREENING TOOL: Scrabble Letter Cubes

SOURCE:

Milton Bradley Company
443 Shaker Road
East Longmeadow, MA 01028
* Available at Toy Stores

INSTRUCTIONS:

1. The instructor can set out the letters in alphabetical order, leaving out some of the letters. The learner is to complete the alphabet by supplying the missing letter cubes.

2. If the learner is struggling with this task, place a copy of the alphabet next to the letters, so that the learner can try to copy.

   Please note that the scrabble letters are all upper case, so be sure that the copy of the alphabet is upper case letters only.

DISABILITY MANIFESTATION:

The learner may not be able to reproduce the alphabet from memory, but when letters are placed before them, they can order them accurately.

The learner may easily confuse letters, reflecting an inability to discern details and differences.

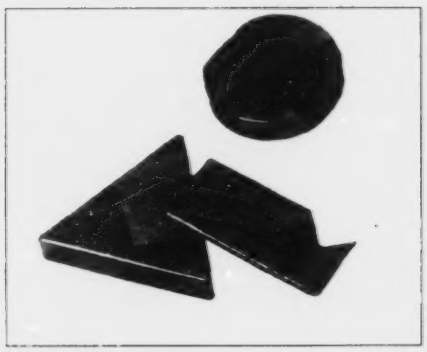
INSTRUCTIONAL STRATEGIES:

1. Provide a laminated copy of the alphabet to the learner during class sessions. Some upper and lower case letters bear little resemblance to one another, thus adding to the learner's confusion. **(A a, D d, Q q etc.)**

2. Small alphabet cards, such as those in the Hooked on Phonics program, can be used for frequent practice.

NOTES and STRATEGIES

ABILITY: Visual Memory



SCREENING TOOL:

Math Shapes (plastic; varied colors)

SOURCE:

J. L. Hammett Company
Retail Division
P.O. Box 859057
Braintree, MA 02185-9057

*Retail stores are in area malls

INSTRUCTIONS:

1. Set shapes in any pattern.
2. Offer learner opportunity to study the pattern.
3. Scramble the pattern pieces.
4. Ask learner to re-assemble the pattern.
5. Begin with three or four pieces and redo the exercise increasing the number of pieces by one until the learner is unable to duplicate the pattern.

DISABILITY MANIFESTATION:

The learner is unable to reproduce the original pattern even with just three or four pieces.

The learner may be unable to retain "sight words" or reproduce letters, words or sentences previously studied.

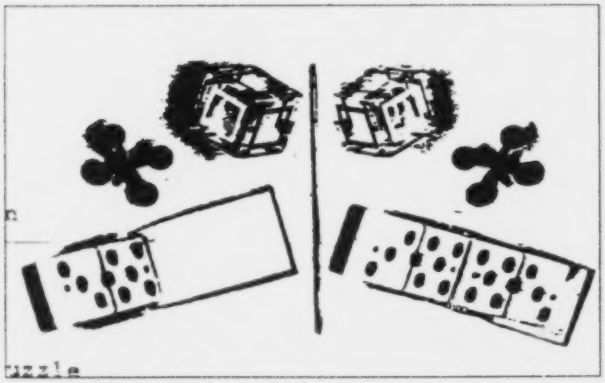
INSTRUCTIONAL STRATEGIES:

1. Prepare cue cards with "sight words" (and, was, the, for). Review frequently.

2. Make a bookmark containing the "sight words" most commonly used by the learner. Clear contact paper helps to make the bookmark a more permanent learning tool.

NOTES and STRATEGIES

ABILITY: Visual Perception



SCREENING TOOL:

Mirror Imaging Puzzle

SOURCE:

Springhouse Corporation
111 Bethlehem Pike
P.O. Box 908
Springhouse, PA 19477

Puzzle by
Karen Anderson

* Instructor can make the mirror image puzzle by placing 10 to12 pictures of objects on an 8 ½ " X 11" paper. On another sheet of paper, place ½ of the objects in reverse (mirror imaged); place the other half of the objects just as they are on the first sheet.

INSTRUCTIONS:

1. Explain the concept of mirror imaging. Demonstrate with a mirror.
2. Ask the learner to look at the two pages (prepared as above) and to identify the objects not mirror imaged.

DISABILITY MANIFESTATION:

The learner may frequently reverse letters and skip words and/or punctuation.

The learner may omit lines of print and/or small words. Learner may not be observant of details. This severely undermines comprehension.

INSTRUCTIONAL STRATEGIES:

1. Suggest that the learner use a line marker to keep focused while reading. This marker could be designed to simply underline the line being read being read or it could be a page-sized sheet with a single line cut out.

2. Ask the learner to read a short passage; then discuss the general message of the passage. Have the learner re-read the passage; then, discuss the details of the passage. Be sure that the learner returns to the text as needed to verify details.

NOTES and STRATEGIES

ABILITY: Visual Discrimination

SCREENING TOOL:

Pocket Puzzle, Ferrari Testarosa
(54 pieces) Photo by Jeffrey Zwort

SOURCE:

Available at convenience store

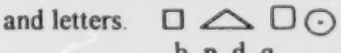
INSTRUCTIONS:

1. The Learner is asked to assemble the puzzle.
2. The instructor observes the manner in which the learner assembles the puzzle.
    - by shape
    - by color
    - by pattern
    - parts of a whole

DISABILITY MANIFESTATION:

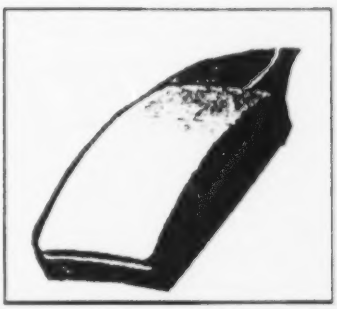
The reader may attempt to randomly put puzzle pieces together, but seems unaware of shape, color or pattern as key to successful puzzle making. Frustration becomes evident. The learner does not know how people effectively put the puzzle pieces together. The non-reader with visual discrimination impairment, experiences this same confusion when viewing the printed page.

INSTRUCTIONAL STRATEGIES:

1. Provide exercises which will assist the learner to discern small differences in shapes and letters. 

2. Provide to the student, an alphabet sheet indicating upper and lower case letters (Aa, Bb, Cc). The sheet would include not only manuscript and cursive letters, but also, the letter as it is written in the printed text of books.

ABILITY: Eye – Hand Coordination



SCREENING TOOL:

Use computer mouse on a basic computer program. Be sure that the program has an uncluttered screen.

SOURCE:

Classroom computer

INSTRUCTIONS:

1. Ask the learner to interact with a basic computer language learning program. Coach the learner in the on-screen directions.

2. After a brief eye–hand coordination observation, if the learner appears frustrated, offer hand-over-hand guidance.

DISABILITY MANIFESTATION:

After attempting to move the cursor with the mouse, the learner may exhibit confusion, but may state the cause of the confusion as unclear directions. Do not prolong the time at the computer if there is obvious anxiety or frustration.

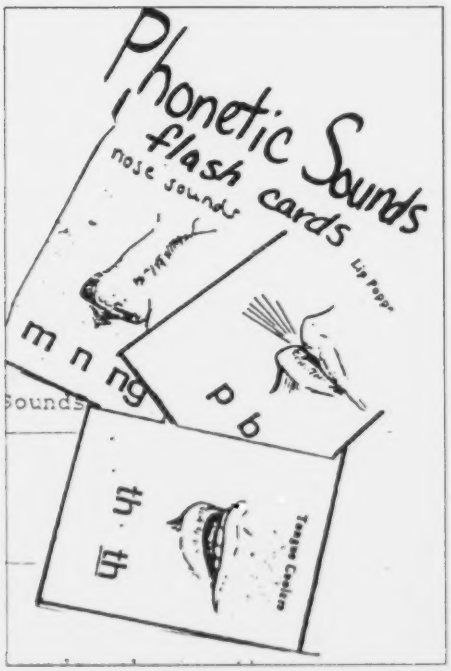
INSTRUCTIONAL STRATEGIES:

1. Utilize Scrabble Letter tiles to reproduce short words. Write the
words on separate index cards to avoid visual overload, which can de-focus eye-hand movement.

2. Tracing large letters with the index and middle fingers of the "writing hand", may help.

NOTES and STRATEGIES

ABILITY: Phonetic Reproduction



SCREENING TOOL:

Flash Cards
with Phonetic Sounds

SOURCE:

Instructor generated.

INSTRUCTIONS:

1. One-on-one modeling of sounds, showing the learner the way to position tongue, lips, teeth etc; in order to accurately reproduce sounds.

2. Introduce flash cards on which are indicated sounds produced in a similar manner.

DISABILITY MANIFESTATION:

The learner may attempt to reproduce the sounds in the wrong place in the mouth – nose area, producing unclear speech.

INSTRUCTIONAL STRATEGIES:

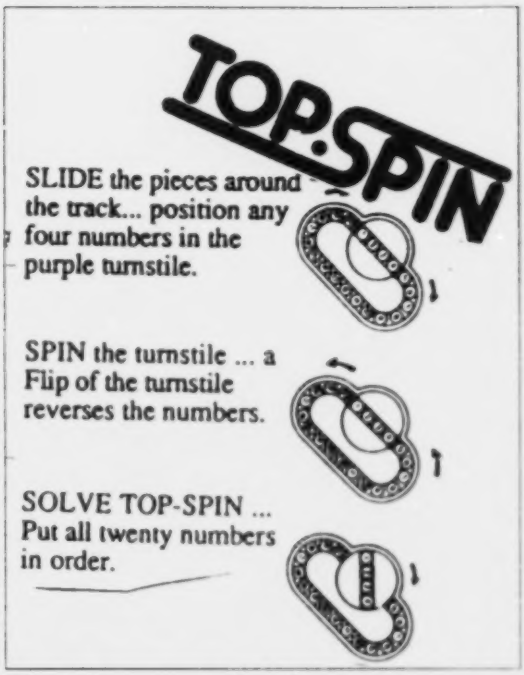
1. Model the mechanics of various letter sounds.

2. A soft flexible feather, such as the under feather of a peacock, can test sounds which require blowing. Instruct the learner to hold the feather about 1" from their mouth when forming the letter.

3. Rhyming and Rapping exercises.

4. It is sometimes helpful to the learner if they can feel the sound with their fingers as their face and neck are making the sounds.

ABILITY: Problem Solving; Sequencing


TOP-SPIN
SLIDE the pieces around the track... position any four numbers in the purple turnstile.
SPIN the turnstile ... a Flip of the turnstile reverses the numbers.
SOLVE TOP-SPIN ... Put all twenty numbers in order.

SCREENING TOOL:

Math Wheel

SOURCE:

Binary Arts
5601 Vine Street
Alexandria, Virginia 22310
Pat. no. 4871173

INSTRUCTIONS:

Maneuver the number circles in the wheel, into a sequence of 1 – 20. This tool requires good eye-hand coordination.

DISABILITY MANIFESTATION:

This tool isn't easy. The learner may be able to visualize the sequence of 1-20, but determining the steps necessary to maneuver the numbers into proper sequence requires abstract and critical thinking skills.

The learner may become easily frustrated; also, may keep repeating the same maneuvers which have been unsuccessful.

INSTRUCTIONAL STRATEGIES:

Problem solving, whether with number or events and construction of a material object, require both abstract visualization and critical thinking skills.

The learner needs awareness of and patience with their own learning process. Monitoring one's learning process is the Executive Function. Scripting an interior dialogue of steps or questions to help the learner approach a problem solving issue, can be helpful.

ABILITY: Conceptualization

Geckos range in size from 1 inch to 1 foot. Known for their acrobatics, they are often seen climbing upside-down across the ceilings of houses in the tropics.

SCREENING TOOL:

3-D Puzzle with 9 squares
and 8 tiles

SOURCE:

DaMart Company
San Leandro, CA
© 1993 Patent Pending

* Available at World of Science stores

DISABILITY MANIFESTATION:

The learner will randomly move the tiles, unable to picture the whole and the place of the parts.

The learner may keep the tiles moving while looking away, speaking to anyone nearby. The learner has no plan because they have no visualization of the assembled picture.

INSTRUCTIONAL STRATEGIES:

1. Present exercises which require assembling parts into a whole. This could be a small puzzle, plastic math shapes etc;.

2. Cut a square into four (4) pieces of differing colors. Present the learner with an intact square, with each quadrant a different color. Scramble the parts. Ask the learner to assemble the square, matching the color pattern of the intact square.

ABILITY: Following directions

SCREENING TOOL:

Oxford Picture Dictionary
by E.C. Parnwell
with accompanying CD and
Vocabulary Picture Cards

SOURCE:

Oxford University Press
200 Madison Avenue
New York, N.Y. 10016

INSTRUCTIONS:

1. Follow directions as presented. These test ability to comprehend, retain and carry-out a series of directions.
2. The interactive CD-ROM contains oral instructions.
3. The Deck of Cards requires following directions, using the dictionary.
4. The text is accompanied by Black Line Masters for Beginner and Intermediate Levels.

DISABILITY MANIFESTATION:

The learner may avoid decoding or following directions by jumping into the material inappropriately; will just "do".

INSTRUCTIONAL STRATEGIES:

1. One-on-one coaching in the manner of obtaining and following directions.
3. Review with the learner a method of inner dialogue which can assist in breaking an activity into a series of logical steps.

ABILITY:

Short Term Memory
(aural / oral / visual)

SCREENING TOOL:

Instructor's Voice; Learner's ears and voice;
Scrabble letters; small number cards.

SOURCE:

Learner/Instructor; conduct this experience in a place with as little distraction as possible. Letter and number cards can be made in the classroom.

INSTRUCTIONS:

1. The instructor speaks a series of letters or numbers, beginning with three (3) and increasing by one each time until the learner is unable to reproduce the sequence.

2. Lay out a series of letters or numbers. Ask the learner to study the sequence. Scramble the letter cubes or cards. Ask the learner to reproduce the sequence.

DISABILITY MANIFESTATION:

The learner has difficulty reproducing even a very short sequence of letters or numbers which they have heard but not seen or seen but not heard.

The learner does not remember their telephone number, street number or the name of a person to whom they were recently introduced.

INSTRUCTIONAL STRATEGIES:

1. Instead of requiring memorization, help the learner prepare a small card with important basic personal information. The card can be laminated or covered with clear contact paper. The learner can carry the card in a wallet or pocket.

2. Guide the learner in the effective use of reference material.

ABILITY: Conceptualization

SCREENING TOOL: Energy Egg

SOURCE:

Safari Ltd.
Box 630685
Miami, FL 33163
*Sold at World of Science stores

INSTRUCTIONS:

Concept: Electrical energy within the human body and the environment.

1. Read aloud the directions for using the Egg.
2. Practice following the various directions.
3. Discuss electrical energy and its role in the human body.

*The film Phenomenon is based on this concept of electrical energy and the human body. The entire class might enjoy viewing the film. It is a good multi-level classroom activity. Dialogue in this film is clear and accessible to the beginner ESOL learner. (i.e. There is little background noise during dialogue. Visual cues during dialogue are clear and helpful. This full class activity keeps the learner with LD integrated within the class. (The use of film in the multi-level, language learning class is a delightful topic for another forum.)

DISABILITY MANIFESTATION:

The learner may be eager to "play" with the egg, but does not readily attempt to create a closed circuit by placing one finger on each of the external metal pieces. The learner is easily frustrated, appearing confused. If the conceptualization is difficult, the learner will "play", but will move away from discussion.

INSTRUCTIONAL STRATEGIES:

The following strategies used with the "egg", needs to be used frequently with a variety of "following directions" activities.

1. Read the directions together. The instructor can model the directions as they are being read.
   Ask the learner to teach another student how to use the "egg".
2. The learner could draw each step of the directions, thus conceptualizing small "bite sized" pieces of information.
3. The learner could draw each step of the directions, thus conceptualizing small, bite-sized pieces of information.

BEST COPY AVAILABLE

APPENDIX 2

Common Acronyms in Adult Education
Pertinent to ESOL and LD

COMMON ACRONYMS IN ADULT EDUCATION

Pertinent to ESOL and LD

Acronyms provide an efficient means of identifying names of organizations, governmental entities and professional tools. While they are efficient, sheer numbers can render them confusing. The following is a list of some acronyms pertinent to ESOL and LD. Many of these will be used in the booklet.

ESL	English as a Second Language
EFL	English as a Foreign Language
ESOL	English for Speakers of Other Languages
BEST	Basic English Skills Test
ESLOA	English as a Second Language Oral Assessment
ABE	Adult Basic Education
ACLS	Adult and Community Learning Services (MA DOE)
ADA	Americans with Disabilities Act
ALRI	Adult Literacy Resource Institute (Boston)
BE	Bilingual Education
CASAS	Comprehensive Adult Student Assessment System
DOE	Department of Education
ERIC	Educational Resources Information Center
LD	Learning Disabled
LEP	Limited English Proficient
LVA	Literacy Volunteer of America

L1	Language One
L2	Language Two
MABE	Massachusetts Association of Bilingual Education
MALTT	Massachusetts Adult Literacy and Technology Team
MATSOL	Massachusetts Association of Teachers of English to Speakers of Other Languages
MCAE	Massachusetts Coalition for Adult Education
MIRA	Massachusetts Immigrant Refugee Association
MSL	Multi-Sensory Learning
NCLE	National Clearinghouse for ESL Literacy Education
RSC	Regional Support Center (SABES)
SABE	Spanish Test of Adult Basic Education
SLLD	Specific Language Learning Disability
SABES	System for Adult Basic Education Support (MA)
SORT	Slosson Oral Reading Test
SPL	Student Performance Level
TABE	Test of Adult Basic Education
TESOL	Teachers of English to Speakers of Other Languages
TONI	Test of Non-Verbal Intelligence
WAIS	Weschler Adult Intelligence Scale
WRAT	Wide Range Achievement Test

ADULT LITERACY PROGRAMS AND THE ADULTS WITH DISABILITIES ACT

The **Adults with Disabilities Act (ADA)** includes specific guidelines for accommodation for adult learners with physical, psychological, and learning disabilities. The document charges ADA Coordinators to utilize the following information as a general framework for action:

Instructional and testing services for students with disabilities do not have to be difficult, complicated or expensive. However, service planning and delivery do require assessment by trained and/or experienced staff, ongoing evaluation, interdisciplinary approaches and adequate time for proper implementation.

The ADA Coordinator and the Program integrate, coordinate and institutionalize the following procedure and processes:

- Identify and confidentially document students who require support services due to visual impairment , hearing impairment, learning disability, and/or other disabilities
- Determine needed support services and develop an individual plan of action for implementation. Select only the accommodations appropriate for each individual student.
- Clarify student responsibilities inclusive of the student assuming responsibility for (his/her) education program and for fulfilling the educational requirements of the program.
- Consult, as needed, with appropriate community resources. This can be helpful in coordinating individual services, i.e. specialized guidance and counseling via a social worker or vocational counselor that may compliment the student's educational mission and its components.
- Conduct ongoing evaluation of the program, holistically and discretely, inclusive of curriculum, service delivery, counseling, special materials and methods, etc.

The ADA guidelines in **SECTION 7** concerning TEST ADMINISTRATION PROCEDURES, identifies Specific Language Disabilities (SLD) naming dyslexia, dysgraphia, dyscalculia, dyslogia, attention deficit disorder, receptive aphasia, distractibility and hyperactivity. Specific test taking strategies are outlined.

Of course, the ideal situation, for each learner with a suspected learning disability would include formal assessment and diagnosis by a trained professional. **Accommodation in formal testing such as for the GED requires a formal diagnosis in order for accommodation to be authorized.** However, when formal diagnosis is not readily available to the Adult ESOL learner, there are **informal screening techniques** with which the learner and instructor can identify the learning difference and work to strengthen the learning plan of the learner.

BEST COPY AVAILABLE

PRACTITIONER QUESTIONNAIRE
YOUNG ADULTS WITH LEARNING DISABILITIES – YALD

NAME_____

PROGRAM_____

My ESOL Class(es) meet _____ times per week for ____ hours per class.

1. Do you have any training/knowledge in Learning Disabilities?
   ____ **YES** ____**NO**
   ____ **Formal (educational)**
   ____ **Informal (workshops)**

2. In either type of training, was the issue of **LD** among **ESOL** populations addressed?
   ____**YES** ____**NO**
   If so, can you recommend the presenter?

   NAME _____ **PHONE**_____

   ADDRESS_____

3. Have you read, viewed or listened to resource material which has helped you recognize and understand LD among the ESOL population?

   Please List_____
   _____
   _____

4. Do you know of any publication(s) which address the issues of **LD** among the **ESOL** population?
   ____**YES** ____**NO**

   Please List_____
   _____
   _____

5. Do you currently have Adult ESOL Learners whom you suspect have learning disabilities? Describe the signs and/or behaviors of the students that led you to this suspicion.
   _____
   _____
   _____
   _____

6. Do you have a person on your staff who is knowledgeable about **LD** who could help you with such students?

____YES **____NO**

7. If you do suspect **LD**, is your program able to provide screening for students?

____YES **____NO**

If YES, what methods and tools are used? _____

_____

_____

_____

8. With suspected **LD** students do you employ any specific strategies or methods of instruction?

Please describe: _____

_____

_____

9. What question would you like answered about working with Adult ESOL students with suspected disabilities?

_____

_____

_____

_____

May we call you concerning this survey? **____YES** **____NO**

Daytime phone ( ) _____

THANK YOU FOR PARTICIPATING!

APPENDIX 3

ABOUT THE AUTHORS

For the past ten years, Dianne has been involved in ESOL. During this time, she has been teaching Adult ESOL through The Adult Learning Center, Pittsfield, MA. In addition to this, she serves as the K-12 Coordinator for the Pittsfield Public Schools. She has developed a Policy and Procedures Manual for this School System. Over the ten years in the field of ESOL, Dianne has facilitated many workshops on teaching and tutoring ESOL. As a member of TESOL and MABE, she continues to gain knowledge on ESOL issues to be used with her learners.

Dianne F. Shewcraft

For over thirty years, Eileen has been a Teacher and Administrator in traditional and non-traditional Educational settings. She was recognized as the Eastern Region, 1995 Teacher of the Year of the National Correctional Educators Association and was a finalist for the 1995 Massachusetts Teacher of the Year and for the Massachusetts Christa McAuliff Fellowship. Currently, she is an ESOL Instructor at the Hampden County Correctional Center in Ludlow, MA and teaches Writing Skills and Speech at Asnuntuck Community College in Enfield, CT. Eileen holds a B.A. from Elms College, Chicopee, MA and an M.A. from the University of Notre Dame, Indiana.

Eileen L. Witkop

For further information contact:

Western Massachusetts YALD
Pittsfield Adult Learning Center
269 First Street
Pittsfield, MA 01201

(413) 499-9531 **FAX (413) 443-7919**